



Ruthin School

*focusing on the individual
since 1284*

Ruthin School Development Plan

**For the 5 Years
Ending 31st August 2014**

**Ruthin School Council of Management
January 2009**

1. Vision, Strategy and Objectives

- 1.1. The vision is to provide within 5 years a sustainable private independent school accommodating some 325 national and international pupils, 135 of whom are boarders, and to provide within a multi-faith ethos excellent academic and vocational education consistent with the needs of each child.
- 1.2. We will continue to strive to impart confidence, an independence of mind and a “can-do” ethos so that each pupil has the opportunity to achieve his/her full potential.
- 1.3. This will be achieved by treating each child as an individual and developing the ensuing relationship so that by focusing on the individual each pupil is taught to accept both success and failure as a natural occurrence of life. Each is encouraged to question and to probe, to debate and produce constructive criticism and so to be better prepared to face the trials of life.
- 1.4. The objective is to maintain a pupil roll of approximately 325 permanent pupils by Sept 2014, (of whom 135 are full-time boarders, 85 are in the Senior Day School, 90 are in the Preparatory School and 15 are in the Pre-Preparatory School). More than 95% will in due course move on to further education at the centre of their choice either within or outside the UK.
- 1.5. The financial objective is to generate sufficient surplus income (at least £100,000 per annum) to consolidate and enhance further the charitable aims of the School in whatever way the governors deem appropriate.

2. History and Background

- 2.1. Ruthin School was formed in 1284 when Edward 1 built a castle and with it a garrison which was later assimilated by St. Peter’s Church. After the Reformation a former pupil, Gabriel Goodman, Dean of Westminster under Elizabeth 1, re-founded the School in 1574 as a centre of academic excellence in North Wales and granted it a Royal Charter.

3. Ruthin School

- 3.1. Ruthin School is a combined Boarding/Day School with UK national and international pupils. It is located near to the town centre in the beautiful and stress-free Vale of Clwyd, midway between Llangollen and Denbigh. It is one hour’s drive from both Manchester and Liverpool airports and has easy access from the M6 via the M56, A5517 and B494.
 - 3.1.1. It is a key element within the School’s business plan that in so far as it is practicable it makes its facilities available to the local community and to others from afar so as to benefit a far greater number than just the pupils who attend the School. Thus the local communities are welcome to hire sports facilities and others are welcome to use the School’s accommodation during holidays when the School is not in residence. Ruthin thus supplements its income and provides benefits to others. As a result many people have the opportunity to visit the area, to the benefit of their wellbeing and of the local economy.

3.2. *The Ruthin Pupil*

3.2.1. The benefit to parents and children of a Ruthin education is that the School is committed to the demands both of parents and of education and will impart values that will be of lasting benefit throughout the pupils' life. Thus the Ruthin pupil will leave for further education or employment displaying confidence, knowledge, and skills of articulation and manners not always evident in their peers from other schools. They will be members of a rare breed – team players but nevertheless prepared to be individuals.

3.2.2. *The Ruthin Mission*

- The School is committed to providing an education of the highest quality, endeavouring to develop the all-round potential of all pupils.
- The pupils develop self-confidence through recognising and building upon their strengths as well as identifying and striving to overcome their weaknesses.
- They are thus prepared to face the challenges of the increasingly changing world beyond school.
- Overriding everything is our belief that individual attention leads to higher individual performance.

3.3. *Advantages and Favourable Selling Points*

3.3.1. The factors which provide Ruthin with competitive advantages are:

- the location, in the beautiful and safe Vale of Clwyd – an inspirational environment with Snowdon and the Snowdonia National Park nearby.
- the history and ethos of a school spanning 700 years.
- our commitment to encouraging the potential of every pupil by *focusing on the individual*.
- relatively small size –with 325 pupils the family atmosphere can still prevail.
- staff who care for their pupils and who go the extra mile without running out of breath.
- a long-standing, strong and vibrant Combined Cadet Force (CCF) which provides many opportunities to experience outdoor life.

3.4. *Operations*

The School operates in several educational sectors. It is divided into three units: Ruthin Pre-Preparatory School (for pupils aged 3 to 7), Ruthin Preparatory School (for pupils aged 7 to 13) and Ruthin Senior School (for pupils aged 13 to 18). The Pre-Preparatory and Preparatory Schools consist of day pupils – boys and girls – and in the Senior School there are boarders (weekly and full) and day pupils. . The Principal is a member of SHMIS (Society of Headmasters and Headmistresses of Independent Schools), the School is in membership of AGBIS (Association of Governing Bodies of Independent Schools), BSA (Boarding Schools Association) and WISC (Welsh Independent Schools' Council) and the Bursar is a member of ISBA (Independent Schools' Bursars Association). The boarding provision is

inspected by CSSIW (Care and Social Services Inspectorate Wales) and is subject to inspection by ESTYN (Office of her Majesty's Chief Inspector of Education and Training in Wales). The last inspections by each organisation were held in 2007 and 2008 respectively.

3.4.1. Academic Operations

Pupils from 3 years to 18 years study a broad and creative curriculum leading to a range of qualifications, primarily academic but also vocational. Ruthin is a co-educational school with a flexible curriculum designed to accommodate the requirements of individual pupils but the School focuses on:

- Science and Mathematics
- Humanities
- Languages
- Music, Creative and Performing Arts
- outdoor activities
- sport and recreation – health related fitness
- service to the community

The School recognises that pupils on leaving will enter an intensely competitive world. To succeed they must not only stand out from the crowd but also demonstrate that they can make things happen and that they are leaders and, paradoxically, team players. The School encourages all pupils to achieve their personal best in their chosen areas of extra-curricular activity.

3.4.2. Overseas Pupils

- Entering a school in an unfamiliar culture can be a daunting experience. Our overseas pupils settle in very well and the majority gain entry to a British university.
- Overseas pupils are accepted from age 11. Clearly the earlier they join the School the more rapid will be their progress in acquiring English. The School has accepted overseas pupils from a wide range of locations including Canada, China, Columbia, Estonia, France, the Gambia, Germany, Hong Kong, India, Japan, Jordan, Korea, Nepal, Russia, Spain, Switzerland, Taiwan and Vietnam.
- Some pupils join at age 15 or 16 and if their English is deemed to be proficient they can start on an A-Level course. Others are likely, given their level of English, to be advised to undertake a year of English and subject-specific English before embarking on A-Levels.

3.4.3. Sixth Form

The School provides its pupils with:

- increasing independence for study in preparation for Higher Education
- greater responsibility and developing important life skills - teamwork, decision making, initiative leadership - through roles as prefects, senior cadets, and organising events
- a Sixth Form social area
- a dedicated member of staff who liaises with Sixth Form and staff
- weekly careers lessons and tutor periods
- careful preparation for university entry
- visits to universities - including in recent years Liverpool, Manchester, Sheffield, Lancaster, and Keele

3.4.4. Pupil Profiles

Recent leavers have achieved success, not only in the classroom but also beyond, in a number of areas which represent their skills and interests. They are a fitting testament to what we endeavour to develop in our pupils. In addition to the more tangible achievements they have also gained and developed skills which will be of immense value beyond School. These include:

- ability to deliver presentations
- ability to organise
- ability to make decisions
- a high level of personal confidence
- ability to work as part of a team
- willingness to make the most of the opportunities presented
- recognition of the fact that they are always learning and to seek support where necessary
- a high level of inter-personal skills
- ability to recognise their strengths and to work on their weaknesses

3.4.5. Pre-Preparatory and Preparatory Schools

- The Pre-Preparatory and Preparatory Schools have high expectations in terms of work, behaviour and manners
- These Schools, housed in an adjoining building, have their own heads. There are currently some 70 pupils aged from 3 to 13
- The Preparatory School has access to Senior School facilities and expertise. Each class has its own teacher but there is specialist teaching throughout
- Class size ranges from 3-15
- Above average results in National Tests at Key Stages 1 and 2
- The Pre-Preparatory and Preparatory Schools offer a broad, well-balanced and sound education in a caring atmosphere

- Pupils develop an awareness of their strengths and limitations.
- Pupils develop confidence and self-expression
- Most members will continue their education in the Senior School
- Close monitoring of progress is achieved through half-term ratings, termly reports and parents' conferences
- A good range of sporting, musical and dramatic activities is available

3.4.6. Sports Hall

The £1 million Sports Hall opened in January 2004. It is available to the local community for hire and individual badminton courts are available plus half-hall and full-hall hire.

The following can be played on a full or half hall basis:

- 5-a-side football
- Volleyball
- Hockey
- Martial Arts
- Basketball
- Netball
- Unihoc

3.5. *Curriculum*

- 3.5.1. The curriculum is broad-based and balanced, sciences being taught as separate subjects throughout. A science and technology block was opened in the late 1990's and provides excellent accommodation for the Science, Art and Design Technology departments.

French is taught as the first foreign language from Year 3 (the beginning of the Preparatory School) with a second foreign language, Spanish, introduced at the beginning of Year 8.

PE as an academic subject and Business Studies are offered as GCSE subjects in a two-year course to GCSE.

At GCSE compulsory subjects are English, Mathematics, Biology and Geography. Pupils can choose to study a further 4 subjects (from Physics, Chemistry, Business Studies, French, Spanish, History, PE, Art, DT, Music). Capable mathematicians may also be able to study for a Statistics GCSE.

Pupils for whom English is an Acquired Language are prepared for English as a Second Language and the other subjects they study are dependent on their language skills.

Under the auspices of the CCF, cadets are prepared for a BTEC First Diploma in Public Service. This is completed in Year 11 and counts for 4 GCSEs with grades ranging from A* to C.

Post-GCSE, Economics, Law, and Further Maths (unusual for a school the size of Ruthin) are added to the curriculum and can be studied to AS and A level.

BTEC Public Service – National Diploma – is also added to the Sixth Form curriculum. Partnership arrangements exist with Llandrillo College to enable our pupils to partake in courses (and subjects) not currently being taught at Ruthin.

An enrichment programme is provided for all pupils; this includes Welsh, RE, PSHE, Mandarin (for Sixth Form), Study Skills, and English for Academic Purposes.

Overseas pupils, in addition to their A levels, are prepared for IELTS (International English Language Testing System) where the aim is to gain a minimum of level 7. They have the opportunity to take examinations at GCSE, AS and A Level in their native language, subject to the examination being offered by a UK Examination Board.

3.5.2. Value added YELLIS tests administered by the University of Durham are undertaken and indicate the real value to a child's education of being at Ruthin.

3.5.3. All pupils are monitored closely via:

- weekly assessments of merits and demerits
- weekly tests in all subjects
- half-termly ratings
- termly parents meetings
- termly reports
- supervised prep/study
- daily report cards where applicable
- senior management reports

All Senior School pupils are tested during two afternoon sessions each week, in addition to regular testing in lessons . These test results are included on end of term reports, with both the termly average and position in class for each subject where appropriate.

A level and GCSE results for 2008 were as follows:

At A level the A-E pass rate was 98%, 65% being grades A-B. Over a third of the grades were at the highest standard – A, and this was the best ever set of results. The international scholars performed well, several pupils gaining all A's throughout. Many gained marks far in excess of the A grade boundary, several scoring in the mid-550s out of 600. Entry this year was gained to a wide range of universities in the UK, the USA, Hong Kong and Australia.

At GCSE the percentage of grades A* - C was 79% (including the BTEC) with over 55% of the pupils gaining 5 or more grades A* - C. There were some excellent performances from a number of international pupils for whom English is an acquired language.

Pupils undertook the BTEC Diploma in public services; over 90% gained distinctions (equivalent to 4 A* at GCSE). Additionally pupils studied for the UK

Maths Challenge, ESB, IELTS, LAMDA and ABRSM qualifications, the Sports Leader qualification and the Duke of Edinburgh's Award Scheme.

Pupils who studied English as an Acquired Language, preparing for university entrance, all achieved at least IELTS level 6 – the minimum required for university entrance in the UK – a number achieving level 7.

3.6. *Extra Curricular Activities*

3.6.1. The School is committed to developing opportunities for pupils to experience activities beyond the classroom. Many will make the most of these and develop skills in a range of areas. In our small School all will be called upon to contribute and many are perhaps a little apprehensive initially but gain a great deal from participating.

- The skills developed stand the pupils in good stead for the future, increasing their self-confidence and helping to provide a rounded and enriching education.
- Facing a climbing wall for the first time can be a little daunting, but helps to develop many valuable skills and teaches pupils a great deal about themselves.
- Cooking, basketball, badminton, climbing, sailing, car maintenance, drama, stage management, Sports leadership, Tae kwondo, charity work, Duke of Edinburgh's Award and Judo are all offered.
- Many of the opportunities are pursued beyond school and certainly contribute much to the pupils' self-esteem and help considerably in applications for work, as their CV's are often very impressive.
- We hope that this section will give you a flavour of some of the opportunities available at the School.

3.7. *Immediate aims both curricular and extra-curricular*

The aims for the next five years are as follows:

- to strive for improving performances in all academic areas, taking into account the ability of the pupils
- to equal or better the predictions given by the YELLIS test (bearing in mind the starting point of some of the pupils)
- to develop further the self-evaluation of each department by introducing annual appraisals in the form of reviews to inform plans for the future
- to encourage greater dialogue and sharing of good practice between departments and the three school divisions
- to build on the positive aspects of the January 2008 Inspection and to address all the shortcomings highlighted
- to develop a middle management structure with an academic focus
- to build upon the successful extra-curricular provision and ensure that all children have opportunities to experience a range of challenges both in the CCF and through Activities

3.8. *Aims over the next 5 years in respect of non-academic (i.e. Admin) and Financial aspects*

- to continually monitor productivity of all non-academic staff
- to improve facilities – mindful of the expectations of parents and pupils
- to make best use of facilities – relocating offices/classrooms where necessary, and to improve productivity of both non-academic and academic staff
- to increase the accommodation provision for boarders
- to increase income directly from fees, and from lettings/summer courses
- to network and upgrade IT systems fully
- to increase the number of countries that send pupils
- to increase public benefit by developing means-tested awards/bursaries
- to engage with local businesses
- to create a Ruthin School Summer Course programme that offers language skill and activity courses to children around the world
- to continue the advertising/marketing activities that give Ruthin School a high profile in the local community
- to continue the strong relationship with the British Council in promoting Ruthin School abroad through a series of exhibitions, seminars and advertisements
- to continue to offer 100% scholarships for a 2-year A Level course to 10 exceptionally academic pupils annually from the UK and around the world

3.9. *Boarding*

3.9.1. The boarding experience is one of the keys to the success of the School and its pupils, and provides an insight into what one can expect at University; Ruthin aims to accommodate 135 boarders. Boarding facilities are being constantly maintained to meet or exceed required standards.

- Weekly, full and flexible boarding are available.
- Boy boarders are housed in Gladstone House and Ellis House. Accommodation ranges from twin rooms to single rooms with toilet and washing facilities.
- Girls are accommodated in Wynne House, in the main school. Rooms accommodate 1 or 2 pupils.
- Each house has a resident housemaster/housemistress. The staff look after the pupils in the evenings and at weekends.
- In addition to being part of the boarding community and developing a house identity, each pupil belongs to one of the four school houses – Casson, Goodman, Kenyon and Trevor. Each house comprises boys and girls, day pupils and boarders.

Academic progress and pastoral concerns are dealt with by tutors, who meet with their tutor groups each week for a lesson in addition to seeing them twice a day at registration. Any pupil who has a concern can see the tutor at any convenient time. There is a further tier of management

– 4 Heads of Years whose role will be to monitor the academic aspects of school life at an appropriate middle management level.

- The element of competition is never far from the surface and a wide range of Inter-house competitions are keenly fought. These include Rugby, netball, tug of war, football, cross country, Hill-fort Run, swimming, basketball, cricket, Maths challenge, hockey, rounders, and athletics.
- All pupils have the opportunity to participate in the competitions.

3.9.2. The Ruthin experience provides a boarding programme that ensures boarding pupils derive the maximum benefit from their time in the School. Activities, both academic and vocational, are conducted and overseen by the academic and pastoral staff who are available at all times. The activities comprise a wide and varied range of experiences and regular social events: shopping in Chester, Cheshire Oaks, visits to Chirk Castle, Erddyg, Llandudno, Liverpool, Chinatown, walking on the Clwydian range, Snowdon, water world, Crocky trail, Premiership football, CCF Camps, Chinese New Year meal, BBQs, Howell's Ball (sixth form), Summer Ball (sixth form).

3.9.3. The boarding masters and mistresses also teach at the School and are totally committed to maintaining the family style and supportive atmosphere that is the tradition at Ruthin.

4. **RSA (RUTHIN SCHOOL ASSOCIATION)**

4.1. Ruthin School Association, a Registered Charity, is a voluntary association of Parents and Guardians of pupils past and present, Teaching Staff, the Bursar, and friends who are interested in the well-being of Ruthin School.

The object of the Association is to advance the education of the pupils by providing extra facilities for the School.

The RSA aims to foster relationships between governors, staff, parents and others associated with the School. It engages in fundraising activities which support the School and by doing so hopes to promote the welfare of the pupils.

The Association is managed by a minimum of ten elected committee members, including Chairman, Vice-Chairman, Treasurer and Secretary. The President of the Association is the Head of School.

The Committee meets monthly during the academic year and holds its Annual General Meeting in September, when elections for officers take place.

Members of the Committee work tirelessly to raise funds and aim to hold at least one event each term that is open to parents and/or pupils of all sections of the School. In addition to organising existing popular events and coming up with novel fundraising activities, recent focus has been on engaging new members.

5. ORA (OLD RUTHINIAN ASSOCIATION)

5.1. Whilst the School can trace its history back to 1284 regrettably no such records can be found to authenticate when the Association came into existence. However, it can trace its heritage back to 1850.

Many very distinguished old boys are, or have been, members and great supporters of the Association.

A very active Committee which holds regular meetings works to encourage all new school leavers and members to participate in events throughout the year and to meet with old friends. Details of events can be found on our website: <http://www.oldruthinian.co.uk>.

Also at the forefront of the aims of the Association is to help the School whenever possible, especially at the present time when new steps forward are being taken by the governing committee.

The Old Ruthinians are fortunate to have their own office based in School, where visiting ORs are always welcome and where very often nostalgia takes over!

6. The Market

6.1. *Nature of Educational Provision*

6.1.1. Educational provision by its very nature exists within a highly regulatory environment. Inspections occur both regularly and periodically and standards demanded are reviewed constantly. There are major responsibilities in Health and Safety and Child Protection that must be met.

6.1.2. Education is subject to many influences such as research, social change and political attitudes.

6.1.3. Ruthin School invests in appropriate staff training to ensure that it meets these challenges.

6.1.4. Ruthin challenges and thereby stretches the child. Teaching and training staff share this approach whilst ensuring that the child is confident, safe and contented.

6.1.5. Ruthin delivers an effective educational package, designed to elicit and encourage each child to deliver their personal best. The School's aim is to perform well in league tables as well as in relation to other public criteria. This will from time to time place it in conflict with the aim of realising each child's potential and it is this conflict which must be managed and communicated to parents.

6.2. *Nature of Competition*

- 6.2.1. Parents will rightly consider alternative options for their children and unless parents and pupils are satisfied numbers will decline. Ruthin provides buses which run twice daily from Prestatyn and Holywell to the School and we will always be prepared to look after children should parents on occasions not be able to collect them from school as previously arranged. From September 2008 subsidised transport from both Chester and Wrexham has been added.

6.3. *Environment*

The School is located in an area of great natural beauty. It lies in the Vale of Clwyd to the east of Ruthin (approximately 1 km from the town centre). Ruthin is a town of in excess of 5,000 people. It is a market town with many good facilities – doctors, dentists, supermarkets, cafes, restaurants, hotels, and banks. Tennis, rugby, football, hockey and cricket clubs are in the area and across the road from the School there is a swimming pool open to the public. The area is predominantly agricultural and the river Clwyd flows northwards through the town. The Hotel Ruthin Castle stands in the centre, overlooking the river, on the site of the original 13th century castle. To the east of the School the north-south-aligned Clwydian Range, along which runs Offa's Dyke, provides an excellent area for walking. The area is very peaceful, safe and friendly.

Further afield lie the Snowdonia National Park and the major cities of Liverpool and Manchester; all are within one hours' travel from the School. The coastal resorts of Rhyl and Llandudno, the Roman city of Chester and the internationally known town of Llangollen lie within 40 minutes' drive. For pupils flying into the UK, Manchester Airport and Liverpool John Lennon Airport are within an hour's drive. A main line railway station with routes to London, Birmingham and Manchester is available in Chester. Access to the motorway network is within 30 minutes' drive.

6.4. *Political*

There are significant local and national political pressures on the private sector in education and Ruthin maintains close liaison with Local and National Government both independently and through professional organisations.

6.5. *Economic*

Parents have to make significant financial sacrifices to send their child to a private school. For day pupils who come from the North Wales area this has led to problems and careful financial controls need to be exercised. Boarders, especially from overseas, are increasingly coming from more robust economies and consideration needs to be given to ensure that all potential overseas markets are reviewed regularly.

6.6. *Social*

The planet is getting smaller and becoming an increasingly dangerous place. North Wales, and Ruthin in particular, offer a safe and secure environment which

will give great confidence to parents, both national and international, that choose to send their children here.

6.7. *New Developments*

There are significant current trends in private education that affect Ruthin

- International Baccalaureate and other Sixth Form initiatives
- perceived increasing excellence of State Sector
- the birth of the information society
- social changes leading to a need to provide increasing provision for earlier years
- growth of companies directing “multi schools”
- impact of Brown-led Labour government
- development of International schools i.e. Harrow I.S., Beijing
- Charities Act
- Diploma system alongside/replacing? A levels
- demographic downturn

6.8. *Market Analysis Summary*

6.8.1. The market for independent school education is relatively constant and is forecast by some to increase albeit slowly. Boarding, after a decline for some years, is possibly beginning to become more popular nationally.

6.8.2. For day pupils, Ruthin’s catchment area is approximately a one-hour drive from School, which is the area served by the current bus routes. For boarding pupils the market is global and Ruthin can benefit from the reputation that the United Kingdom has for private education. There is therefore a significant opportunity to attract pupils from a wide range of developing countries.

6.9. *Purchasing Patterns*

6.9.1. The typical parent has to make considerable economic sacrifices to send their child(ren) and where possible, parents prefer to send all their children to the same school, particularly in the earlier years. As Ruthin is a co-educational school, the opportunity therefore exists to encourage parents to send all of their children to it.

6.10. *Positioning*

6.10.1. Ruthin targets the sector that focuses on the individual all-round needs of the child in a friendly, comfortable yet challenging family atmosphere. It will increasingly target the highly selective and results-oriented sector but does not currently target the Special Needs sector.

6.10.2. Ruthin appeals to parents who wish their children to achieve their true potential and who appreciate that a well-rounded, confident and competent 18-year-old school leaver is more than just the sum of his/her exam results. Ruthin parents will place a high priority on their child being happy and contented at school and

will support the development of a strong work ethic via a disciplined and structured approach.

6.10.3. Ruthin's fees for day pupils need to be competitive at all times with local private schools; its boarding fees must be competitive in both national and international markets.

6.10.4. Ruthin cares for its pupils and gives them individual attention. It has a reputation for developing individual academic excellence.

6.10.5. Ruthin believes that it is a more caring school than other local fee-paying schools. It is a school where pupils receive individual attention tailored to their particular needs, where there is a strong work ethic and a commitment to realising the potential of every pupil.

6.11. *Competitive landscape*

6.11.1. The major competition for day pupils is from Rydal Penrhos, Moreton Hall, Howells, Kings and Queens. Ruthin is clearly differentiated from Kings and Queens. Most parents send their children here because they believe that they will gain better grades at A level. At Rydal there is some evidence that they have a different educational philosophy, as they offer the IB at sixth-form level.

6.11.2. In the international market, Ruthin faces competition from a diverse range of schools. However, outside North Wales few can match the safe environment, excellent transport links and outdoor opportunities that Ruthin offers.

6.12. *Ongoing Market Evaluation*

Ruthin must strengthen its market knowledge as a matter of priority and the appropriate focus on marketing is a priority.

7. The Marketing Plan

7.1. *Overall Marketing Strategy*

7.1.1. The Bursar will take responsibility for marketing. He and the Principal will be the Principal Operating Officers of the School. The Principal and Bursar will together devise and implement a fully costed marketing plan which will include agreed success criteria to enable its ongoing evaluation. Ruthin must pursue an aggressive marketing strategy if it to register 325 pupils per annum, 135 of whom (including 20 pupils on 100% scholarships) will be boarders.

7.1.2. The Bursar and the Principal will

- raise the awareness profile of Ruthin School so that parents of potential pupils will always include Ruthin as an option for their child;
- ensure that Ruthin forms partnerships with feeder schools and agents and make the necessary arrangements to incentivise them appropriately so that they recommend Ruthin to their parent body;
- develop and promote events that will attract potential pupils to Ruthin;
- identify niche markets for boarding pupils and adopt a targeted approach to these markets. They will include local major conurbations for weekly boarding, major cities in the UK and appropriate international markets;
- maintain and enhance relationships with Old Ruthinians and the Ruthin Parents Association so as to maximise the extent to which both bodies can participate in fund-raising.

7.2. *Fees*

7.2.1. Ruthin will adopt a fee strategy that maintains its competitiveness in the day pupil market, whilst ensuring that the annual pupil roll remains at the optimum capacity of 325. In particular it will be price-competitive with both Howells and Rydal Penrhos. If necessary it will seek to undercut the competition, but not at the expense of influencing adversely the financial position of the School. In the national and international boarding markets Ruthin will be competitive, whilst taking into account local fee levels.

7.3. *Customers*

7.3.1. The Principal and Bursar must consider the nature and identity of the potential parent. In early years the parent plays a dominant role in selection, but in later years the pupil has the dominant role in deciding whether Ruthin is the school they wish to attend. It is important therefore not only to recruit, but to retain and motivate the pupil.

7.4. *Sales Tactics*

7.4.1. The Principal and Bursar will recommend an appropriate discount policy with regard to brothers, sisters and cousins. They will review the policy of bursaries and means-tested scholarships so that they enable the School to meet the requirements of those in need and to attract pupils that will both be of benefit to and gain benefit from the School.

7.4.2. The Principal and Bursar will consider the introduction of an appropriate policy for incentivising staff and parents to recruit new pupils and will make appropriate recommendations to the Council of Management.

7.5. *Advertising & Promotion*

- 7.5.1. The Bursar will take the lead role, and in the day pupil market the marketing mix will include print, posters, PR and specific encouragement by word of mouth.
- 7.5.2. In the boarding market, the main tool will be presence at British Council exhibitions. This will include giving presentations and seminars to promote British boarding education in a generic sense.
- 7.5.3. An influential marketing tool can be a visit to the Ruthin campus and the Bursar will consider and construct programmes to attract potential pupils and parents to visit the campus and surrounding area.
- 7.5.4. The marketing mix will focus on directing people from all over the globe to the school website. This will be regularly updated to give an up-to-date picture of the School's activities.

8. **The Team**

8.1. *Organisation*

- 8.1.1. The School is a registered charity (No. 525754) and is administered by a company (Ruthin School Charity Limited; Company No. 2498499) limited by guarantee not having a share capital. The Members of the Company are its Directors and the Directors comprise the Council of Management - the Governing Body which oversees the running of the School. Members of the Council of Management are drawn from a wide range of professions, including accountancy, law, education, business and medicine.

8.2. *Key Management Personnel*

- 8.2.1. The Chief Operating Officers of the School are the Principal, who is responsible for all matters academic and the Bursar, who is responsible for all non-academic matters. The Bursar is also the Secretary of the Limited Company. The Principal and the Bursar attend the meetings of the Council of Management. The Principal is the Head of a Senior Management Team which comprises himself, the Bursar, the Heads of the Senior, Preparatory and Pre-Preparatory Schools and the Head of Pastoral Care. The Senior Management Team meets weekly, recommends new policy and maintains existing policy. Staff may attend Council of Management meetings by invitation.

9. **SWOT Analysis (strengths, weaknesses, opportunities and threats – Ruthin School)**

RESTRICTED INFORMATION

10. **Critical Risks and Problems**

RESTRICTED INFORMATION

11. Financial Plan

11.1 *5 Year Pupil Number Projections (actual for 2008/09 shown)*

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11.2. *School Fees*

RESTRICTED INFORMATION

11.3. *Fee Income*

RESTRICTED INFORMATION

11.4. *All Other Income*

RESTRICTED INFORMATION

11.5. *Fee-related Expenditure*

RESTRICTED INFORMATION

11.6. *All Other Expenditure*

RESTRICTED INFORMATION